



## OAKBROOK ELEMENTARY

306 Old Fort Drive  
Ladson, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	1,163 Students	
<b>Principal</b>	Monica D. O'Dea	843-821-1165
<b>Superintendent</b>	Joseph R. Pye	843-873-2901
<b>Board Chair</b>	Frances Townsend	843-873-1341

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Excellent</b>	<b>Good</b>
2009	Good	Average
2008	Average	At-Risk
2007	Good	Below Average
2006	Good	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

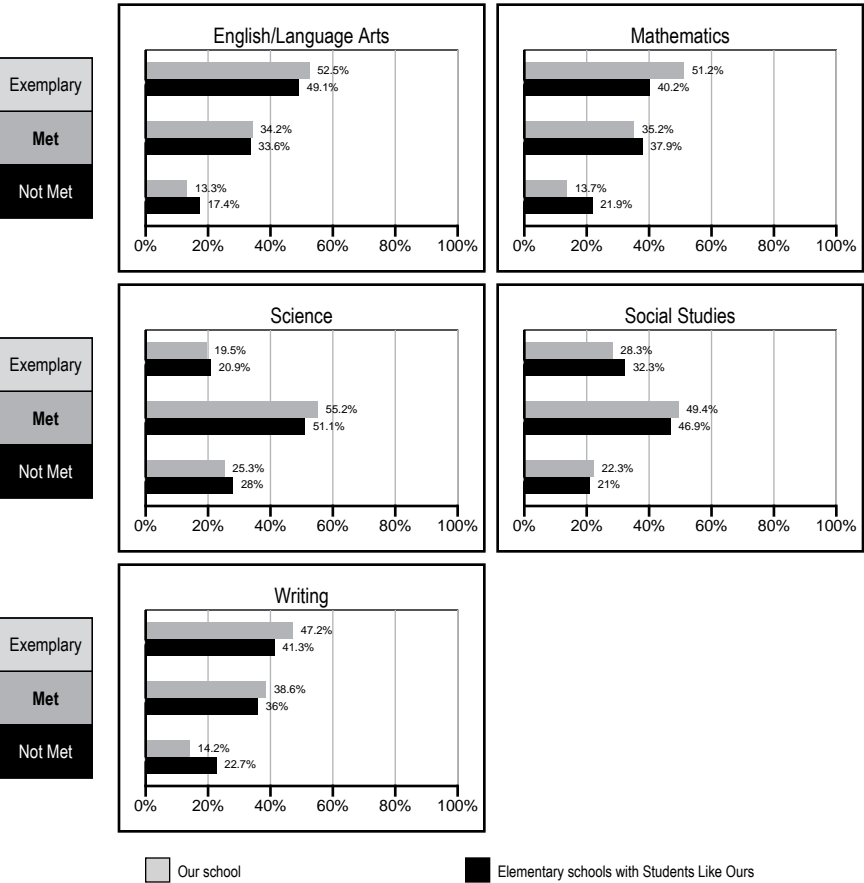
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 94.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
30	32	29	0	0

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=1,163)</b>				
First graders who attended full-day kindergarten	97.9%	Down from 99.5%	100.0%	100.0%
Retention rate	0.6%	Up from 0.4%	1.1%	1.2%
Attendance rate	95.6%	Down from 95.8%	96.3%	96.1%
Eligible for gifted and talented	13.4%	Up from 13.3%	17.0%	11.7%
With disabilities other than speech	5.3%	Down from 5.9%	7.3%	8.0%
Older than usual for grade	0.2%	Down from 0.3%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.7%	Up from 1.2%	0.0%	0.0%
<b>Teachers (n=74)</b>				
Teachers with advanced degrees	50.0%	Down from 50.6%	62.4%	60.5%
Continuing contract teachers	83.8%	Up from 72.7%	87.1%	84.6%
Teachers with emergency or provisional certificates	0.0%	Down from 4.2%	0.0%	0.0%
Teachers returning from previous year	84.8%	Down from 86.0%	90.3%	87.0%
Teacher attendance rate	92.4%	Down from 92.9%	95.7%	95.4%
Average teacher salary*	\$44,638	Down 1.6%	\$48,190	\$47,288
Professional development days/teacher	14.9 days	Up from 11.5 days	11.1 days	10.5 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	19.7 to 1	Up from 19.1 to 1	20.1 to 1	19.2 to 1
Prime instructional time	86.7%	Down from 88.0%	91.8%	90.8%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 96.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,943	Up 3.2%	\$7,124	\$7,548
Percent of expenditures for instruction**	64.0%	Up from 63.6%	69.1%	68.7%
Percent of expenditures for teacher salaries**	62.0%	Up from 60.8%	66.2%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

N/A–Not Applicable

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Report of Principal and School Improvement Council

At Oakbrook Elementary School, we have truly lived our motto this year of “Opportunities for Everyone to Succeed with rigor, relevance, and relationships.” Our mission statement, “Oakbrook Elementary provides students with the skills necessary to be productive citizens” drives our curriculum decisions to meet the multi-faceted needs of our students. We continue to thrive in a high growth area in our district. This year we served approximately 1,160 students in grades 4k – 5. Our 100 member faculty and staff work together to create a family-friendly, positive atmosphere for our students.

Oakbrook Elementary has strong parent and community support. The PTA and School Improvement Council continue to support our educational initiatives. Input from these groups allows us to analyze data and look at programs that will provide the best learning environment for our students. With stakeholder input, the school began sending home parent communication folders school-wide. This year was also the first year Oakbrook Elementary was a school-wide Title One school. Our Title One plan included many staff development activities for our teachers, after-school tutoring, and literacy and math academic assistance in grades 1, 3, 4, and 5. In addition, our teachers embraced participation in Professional Learning Communities, where the focus was on learning, collaboration, and student results.

As we strive to reach our goal of having all students score exemplary on PASS, our staff will continue to research and implement best instructional practices to meet the needs of our students. Our challenges include continuing to meet Adequate Yearly Progress and demonstrating continuous improvement on our state report card. With new students enrolling at Oakbrook Elementary throughout the year, we quickly need to identify their strengths and weaknesses in order to maximize their instruction during the school year. To meet these challenges, we employ our content interventionists, school-based instructional coaches, a Title One facilitator, and an Instructional Technology Specialist.

With our staff, parents, and community working together, we will continue to “Plant Seeds of Excellence.”

Monica O'Dea, Principal  
 Sundae Cora & Amy Harper, SIC Co-Chairs

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	32	165	90
Percent satisfied with learning environment	81.3%	91.5%	89.8%
Percent satisfied with social and physical environment	90.6%	82.4%	87.6%
Percent satisfied with school-home relations	81.3%	89.0%	87.4%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.6%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	564	100	13.1	34	52.9	93.1	89.1	83.5	Yes	Yes
<b>Gender</b>										
Male	294	100	18.6	32.3	49.1	89.6	86.1	80.1	N/A	N/A
Female	270	100	7.2	35.9	57	96.8	92.1	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	295	100	7.4	29.3	63.3	95.8	93	89.6	Yes	Yes
African American	238	100	22	40.2	37.8	88.5	81.6	74.6	Yes	Yes
Asian/Pacific Islander	14	100	7.7	38.5	53.8	100	94.5	92.7	I/S	I/S
Hispanic	15	100	N/A	N/A	N/A	100	84.1	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	95.8	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	59	100	39.6	28.3	32.1	81.1	57.3	51.7	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	82.1	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	272	100	22	39.4	38.6	88	83.1	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	564	100	13.3	35.2	51.5	92.7	87.2	80.4	Yes	Yes
<b>Gender</b>										
Male	294	100	15.6	32.3	52	90.7	85.5	78.4	N/A	N/A
Female	270	100	10.8	38.2	51	94.8	88.9	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	295	100	8.5	31.1	60.4	95.8	92	87.8	Yes	Yes
African American	238	100	21.5	40.7	37.8	87.6	77.5	69.3	Yes	Yes
Asian/Pacific Islander	14	100	N/A	N/A	N/A	100	94.5	93.5	I/S	I/S
Hispanic	15	100	N/A	N/A	N/A	100	86.1	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	93.1	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	59	100	39.6	24.5	35.8	75.5	55	46.1	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	86.8	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	272	100	19.5	41.9	38.6	90	80.3	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	388	100	24.9	55.3	19.8	75.1	74.7	67.3
Gender								
Male	202	100	27.2	51.1	21.7	72.8	74.2	66.9
Female	186	100	22.4	59.8	17.8	77.6	75.3	67.7
Racial/Ethnic Group								
White	204	100	18	59.3	22.7	82	84.1	79.6
African American	159	100	38.3	48.9	12.8	61.7	56.5	49.7
Asian/Pacific Islander	13	100	N/A	N/A	N/A	100	90.4	84.4
Hispanic	10	I/S	I/S	I/S	I/S	I/S	69	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	80.8	69.5
Disability Status								
Disabled	34	100	43.3	36.7	20	56.7	39.4	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	58.5	58.6
Socio-Economic Status								
Subsidized meals	198	100	36	51.4	12.6	64	61.8	55.4

Social Studies								
All Students	376	100	21.7	49.6	28.7	78.3	78.8	70.9
Gender								
Male	195	100	22.5	47.2	30.3	77.5	77.8	70.1
Female	181	100	21	52.1	26.9	79	79.8	71.7
Racial/Ethnic Group								
White	189	100	20.3	44.5	35.2	79.7	84.6	79.2
African American	169	100	23.8	57.8	18.4	76.2	67.5	58.4
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	90.1	86.8
Hispanic	10	I/S	I/S	I/S	I/S	I/S	74.4	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	82.5	71.2
Disability Status								
Disabled	37	100	50	32.4	17.6	50	44.2	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	69.1	68
Socio-Economic Status								
Subsidized meals	183	100	28.1	60	11.9	71.9	69.2	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	570	99.1	13.5	38.9	47.5	86.5	82.9	72.1	95.6	96
Gender										
Male	300	98.7	20.4	38.9	40.7	79.6	77.4	65.2	95.5	96
Female	270	99.6	6.3	39	54.7	93.7	88.6	79.2	95.7	96.1
Racial/Ethnic Group										
White	295	99	9.2	35.7	55.1	90.8	88.2	80.8	95.2	95.8
African American	244	99.2	21.3	43.1	35.5	78.7	73.1	59.7	96.1	96.4
Asian/Pacific Islander	14	100	N/AV	N/AV	N/AV	100	90.5	87	96.4	97
Hispanic	15	100	N/AV	N/AV	N/AV	100	75.2	64.6	95.8	96.1
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	90.1	73.4	96.7	95.5
Disability Status										
Disabled	58	94.8	52.9	29.4	17.6	47.1	37.7	27.7	94.2	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	71.4	63.7	96.3	96.5
Socio-Economic Status										
Subsidized meals	274	98.5	20.5	47.1	32.4	79.5	74.1	61.9	95.1	95.5

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	192	100	23.2	30.5	46.3	76.8
	4	183	100	20.2	39.3	40.5	79.8
	5	172	100	13.7	42.9	43.5	86.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	187	100	14.2	15.4	70.4	85.8
	4	200	100	12	44.3	43.7	88
	5	177	100	13.1	41.7	45.2	86.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	192	100	22.6	43.5	33.9	77.4
	4	183	100	18.4	49.7	31.9	81.6
	5	172	100	23	46.6	30.4	77
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	187	100	10.1	16	74	89.9
	4	200	100	12.6	43.2	44.3	87.4
	5	177	100	17.3	45.8	36.9	82.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	97	100	28.4	40.9	30.7	71.6
	4	183	100	26.4	53.4	20.2	73.6
	5	89	100	26.2	53.6	20.2	73.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	95	100	23	40.2	36.8	77
	4	200	100	23.5	64.5	12	76.5
	5	93	100	29.5	51.1	19.3	70.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	95	100	20.2	55.1	24.7	79.8
	4	183	100	12.9	54	33.1	87.1
	5	83	100	22.1	42.9	35.1	77.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	92	100	15.9	51.2	32.9	84.1
	4	200	100	22.4	48.1	29.5	77.6
	5	84	100	26.3	51.3	22.5	73.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	190	99.5	20.3	29.4	50.3	79.7
	4	179	99.4	22.1	36.2	41.7	77.9
	5	172	98.8	18.6	31.7	49.7	81.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	184	98.4	13.6	33.7	52.7	86.4
	4	207	99.5	12.4	43.5	44.1	87.6
	5	179	99.4	14.8	39.1	46.2	85.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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